

Internalization of Social Value Based on Character Education Strengthening through Scouting Extracurricular Activities in Public Junior High School 1 Batang

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Abstract

Internalization of character education strengthening is very necessary to overcome the moral degradation that is occurring in the present. Brawl, drugs, low respect for young people, and lifestyle changes that lead to unhealthy behavior. This study aims to analyze the implementation of scout extracurricular activities in schools, efforts to internalize character values, and their implications for student behavior, through scout extracurricular activities. This study uses qualitative methods, with a case study approach. The subject is Kamabigus, four coaches, three subject teachers, and 30 students. Data collection techniques are participatory observation, structure, and in-depth interviews and documentation. Test validity using sources and triangulation techniques. Data analysis uses interactive analysis through data collection, data reduction, data presentation, and conclusion drawing. The results showed that the implementation of scouting education in Curriculum 2013 included three activities, namely block, actualization, and regular. Internalization of character education strengthening is carried out through intervention, for example, habituation, mentoring, and involvement of other parties. Internalization of character education strengthening is pursued through internal programs and external programs. Internalization of character values carried out continuously that will be habituation for students. The implication is, there is a positive change in behavior, especially in the character of independence, and cooperation in every activity carried out. Crystallization of the nature of autonomy and collaboration will be beneficial for students when plunging into community life.

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INTRODUCTION

Moral degradation is the young generation of today challenge, in line with Azwar (2013) that the problem and the main challenges faced are social problems and national problems.

Social problems in people's living can be seen in the behavior or attitudes of the current generation, such as fights between students, uses drug, and free sex (Yamananda, 2018) while the national problems include the low level of social solidarity, the spirit of nationalism, and the spirit of unity (Azwar, 2013).

The phenomenon above shows a failure in the education system in schools, which is according to Suyahmo (2015), learning in schools is more likely to be in the cognitive than the psychomotor and affective domain.

Strengthening the education's character is the answer to the weakening of the value of independence among the younger generation, and coupled with the weakening of the value of cooperation as the nation's ancestral culture. Rachman, Munandar, and Tijan (2014) explain that character is a person's character, character, morals, or personality which is formed from the results of the internalization of various policies (virtues), which are believed and used as a foundation or way of thinking, acting, and acting. The government, together with the community applies the spirit of mental revolution in daily life, which starts from the family, school, and community circles. The implementation of Curriculum 2013 made *GMRM* (the National Mental Revolution Movement) a national agenda through 8 programs of the Nawacita in the form of character education strengthening.

The integration of the character education strengthening the movement in schools is carried out through the integration of extracurricular, co-curricular, and extracurricular activities (Wahono, and Priyanto, 2017). Important extracurricular activities carried out following the implementation of Curriculum 2013 are scouts.

Law of Republic Indonesia Number 12 of 2010 Article 11 explains that the Scout Movement is education that can form a personality that is noble, patriotic, law-abiding,

and disciplined, upholds the ethical values of the nation and has life skills. A scout person, according to Martitah (2013) will always be authoritative, devoted, aware, and obey the law, have a sense of justice following humanity, and professional. Trianawati, Rachman, and Sumarto (2013) explains that scout extracurricular activities are one of the right tools to be used as building character for students.

Strengthening social value based on character education is internalized to students using intervention, modeling, habituation, mentoring, strengthening, and involvement of various parties. Schools make many efforts in carrying out internalization of character values to students through internal and external programs. These efforts aim to shape students to be of good character.

School is an arena that can internalize character values through habituation. Scout extracurricular activities do habituation through scouting skills. Scouting skills include the social aspects of spiritual abilities, emotional skills, social skills, managerial skills, and physical skills (Suhadi, 2015).

Every scout member who has the knowledge and scouting skills can be used as a basis for solving all problems in daily life (Mislia, Mahmud, and Manda, 2016). Based on the above, problems can be formulated, how to internalize character values through scouting, as well as school efforts to make it happen so that in people's lives students can behave and behave well.

The purpose of this study was to analyze the internalization of social value-based character values through scout extracurricular activities, school efforts in internalizing character values, and their implications for student behavior.

METHODS

This study uses a qualitative approach. The method used is a descriptive case study method. This research was conducted at Public Junior High School 1 Batang, with there as on that the school has characteristics that are suitable to be used as research objects. Sunarjan (2014) says the

selection of a research area is essential to be able to help simplify and focus issues, especially when entering into that area we are with an open mind and do not have the idea of solving other people's problems or knowing it before entering the area.

The data sources of the study included primary data sources originating from the main informants namely 30 scout raisers, four coaches, three subject teachers, and *Kamabigus* and supporting informants from one *Kwarran* administrator and two people from *Kwarcab* Batang. Secondary data sources come from photographs, magazines, and previous relevant research.

Data collection techniques are participatory observation, in-depth interviews, and documentation — test the validity of the data used source triangulation and triangulation techniques. Also, researchers conducted discussions with experts and colleagues.

The analysis and interpretation techniques using interactive analysis begin with data collection, data reduction, data presentation, and conclusion/verification that is done in a cycle (Miles, and Huberman, 2014).

RESULTS AND DISCUSSION

Implementation of Internalization of Strengthening Social Value Based on Character Education on Scout Extracurricular Activities

Public Junior High School 1 Batang is a Curriculum 2013 pilot school, character school, and referral school. The school strives to internalize character education strengthening through extracurricular, curricular, and extracurricular activities (Presidential Regulation of Republic Indonesia Number 87 of 2017).

Extracurricular activities that must be carried out are scouts. The implementation of operations is carried out through three activities model, namely the block model, actualization, and the regular model. The block model has carried out through *MOP* (a scout orientation) activity, together with the three-day MPLS (school environment introduction). Camp activities are carried out separately with orientation activities. Actualization activities are

mandatory routine and scheduled (Ambri, 2014) held every Saturday after school hours. The regular model is held once a week every Friday afternoon. The daily rotating activities took place between the 7th and 8th grades, while the 9th class acted as the gathering board.

Scout extracurricular implementation can run well if the application is following the curriculum and existing programs. Lisayanti (2014) explained the actualization of scout extracurricular activities covering three things, namely planning, implementation, and evaluation. Based on the results of the research, Public Junior High School 1 Batang has carried out planning activities through deliberative deliberation with the results of the manual work program implemented in the semester program and the weekly training program. The preparation of work programs is guided by *SKU* (general skill requirements) and *SKK* (individual skills requirements). The coach makes RPP (the lesson plan) so that activities can be directed and organized.

The implementation of scout extracurricular activities refers to the *SKU* as a syllabus and indicators of *SKK* achievement. Evaluation activities are carried out through an assessment of attitudes, knowledge, and skills. Attitude assessment is measured through observation of each event, and attendance, knowledge assessment is done through written tests, and skills assessment through exploration activities. Evaluation activities are essential because they affect the class increase. Students are required to get good grades (B) in scout extracurricular activities every semester. For students who have not reached a minimum score, they need to get continuous guidance until they get good grades.

Values determine the success of scout extracurricular activities. Students get good or excellent grades in report cards. However, implicitly the success of scout extracurricular activities, seen from the strengthening of the character of students. A prominent figure in the social life of students is self-reliance and cooperation. In line with the thinking of Arfiah, and Sumardjoko (2017) the content that is so

strong in scouting is an independent character. The independent character of forming students becomes a militant soul, while the character of cooperation forms a social soul.

Internalization is needed to strengthen students' character through scout extracurricular activities. Scout coaches use the following strategies in internalizing character values. At school, namely: (1) Interventions, provide rules that must be adhered by the students, if they violate, then there are sanctions imposed. Sanctions given are cleaning the environment, (2) Exemplary, giving examples by the coach, for example, being on time, neatly dressed, wearing complete attributes. With concrete examples and given continuously, the character of students will be stronger, (3) Habit, activities to welcome students when entering the school gate; smiles, greetings, greetings; movements of *limut*, opening and closing ceremony, Asr prayers in the congregation when regular activities are held, (4) Mentoring, mentoring activities are carried out by the coach to monitor the activities. The coaches coordinate with the gathering board before helping students carry out activities, (5) Strengthening is given to students who are active in scout extracurricular activities in the form of rewards. The award is immaterial because it is a matter of pride to be able to join a *Kwaran* level gathering exercise, (6) The involvement of various parties, consisting of both parties, student affairs staff, subject teachers, scout coaches, school committees, supervisors, parents, and students themselves are actively involved in scout extracurricular activities. With good cooperation, the internalization of character values can easily be embedded in students.

School Efforts in Implementing Internalization of Strengthening Character Education Based on Social Values in Scout Extracurricular Activities

Schools are formal education institutions that start initial contact with students who must be able to complete and shape the personality of students with noble characters. According to Astuti, Kismini, and Prasetyo (2014), through the

habituation process students can continue to develop their moral values.

Public Junior High School 1 Batang has long implemented character values for students. Character education is increasingly strengthened again after 2018 received the title of character school and reference school.

Internalization of character education strengthening is carried out through class-based character education, based on school culture and community-based — the form internalization of the strengthening of school culture, based character education. Schools make integrated efforts through various activities, namely: (1) School management, the strategy applied is to install posters, specialized vocabulary, and characters based on the walls of the school. Mission vision boards, school rules are written and pinned on the bulletin board so that all school members can read it. Also, schools carry out socialization of character schools to teachers, employees, and students, (2) Extracurricular activities, in extracurricular activities there are always character values developed (Samani, and Haryanto, 2017) and among extracurricular activities according to Marzuki, and Hapsari (2015) who have a significant role in character building are scouts.

Schools use internal and external programs as an effort to internalize character values in scout extracurricular activities. The internal program includes the support of the principal as well as in the form of giving motivation to the coach to always update information from the *Kwaran* and *Kwarcab*. Organizationally by making *SK* (scout decrees), so that they are more organized and structured.

Facilities and infrastructures are essential in implementing character internalization to students. The facilities and infrastructure owned by the school can be said to be complete, from classes equipped with LCD projector facilities, speakers, and wifi that facilitate data access for students.

Funding for the development of Scout activities in Schools only relies on *BOS* (school operational costs) funds, so that scouting activities for all students are not sufficient. As a

result, financing for character internalization based on a predetermined program has not been optimal.

Subject teachers have a significant contribution to internalizing character values in scout extracurricular activities. The teacher gives an example to the students when learning in class, prepares materials and information about attitudes and skills that will be actualized in scouting education.

Scout coaches are elements related to the efforts to strengthen character education for students. The coach functions as the planner, organizer, implementer, controller, supervisor, and appraiser and is responsible for the implementation of scout extracurricular activities. The teacher synergizes with subject teachers and the board of directors in preparing material and monitoring scouting activities held by the school.

Outside parties involved in the internalization of character values through extracurricular scouts are Kwaran, Kwarcab, and the Education Office. The three institutions support and improve the competence of coaches and students in developing scouting material.

The facts relating to the collaboration with Kwarcab are; the competence of scout coaches in this school has fulfilled the qualification requirements because they have a certificate of basic courses and other scouting education. Scout coaches have received scouting education and training from Kwarcab as many as 7 out of 10 existing supervisors. Results in the field show the competence of the scout coach according to the requirements. The implementation of scout extracurricular activities is getting better with competent coaches.

Internalization Implications of Social Value Character Education Strengthening on Scout Extracurricular Activities in Forming Students' Behavior

Scout activities are not the content lessons that more important but give birth and foster attitudes and good deeds that form intelligence, physical strength, and character in students. The way the team works and the group raises, in

working together looks very good. Students can be invited to work together in a team in achieving the same goal. Hardati, Rijanta, and Rito Hardoyo (2015) interpret the collaboration, as an activity to realize interactions that foster and develop shared values in shaping the nation's character.

The nation's character is built by paying attention to the diverse identity of the Indonesian people and paying attention to the movement to strengthen independent character education and cooperation. The two character values are character values that are socially based. The implications of internalizing social-based character values are expected to be embedded and strengthened in students, so that good social behavior is created to prepare themselves in community life.

Social behavior is a social behavior that is related to social values such as independence and cooperation both at school, in the community, and the family environment. Through extracurricular activities scouting the values of independent character and cooperation are applied. The cultivation of the values of the character of independence and cooperation is reflected in the activities of the block, actualization, and regular. The value implications are carried out through scouting skills. In line with the results of Wang, Ferris, Hershberg, and Lerner (2015) core values are incorporated into scout activities and taught through real-life experiences, such as camping-based activities, community service projects, and weekly meetings emphasizing the virtues of different characters.

Independent Character Implications Through Scout Extracurricular

Internalization of independent characters in scout extracurricular activities in schools embodies the behavior of working ethics. A person who has a good work ethic is always sincere in accepting the task and trying to train his competence so that it continues to grow. Pioneering activities make students earnest to finish well.

Strong character and able to fight for life arise in students when they get a challenge that must be resolved immediately. Through exploration activities and steep terrain, students must struggle and never give up.

Hardiness character fosters an adventurous spirit to be ready to carry out the task. The application of appropriate scouting activities is a barrier activity. Through this activity, students must complete the task well in any situation or condition.

Professional characters are shown by students in the Team Leadership Gladian Activities (Dianpinru). The results of this activity students can be expert in carrying out activities at school. For example, they want to be tutors for their peers in the implementation of scout extracurricular activities.

Students manifest creative characters by always having an active imagination. Through password-solving activities (morse and semaphore), students try to read and even send back to their friends. This creative power can be said to be weak, from the results of the study, most students (73%) found it challenging to understand semaphore and morse.

Fighting character is shown in the spirit of hard work without complaining. High fighting power is raised through outbound activities. Students must have enthusiasm and sincerity and optimize all the potential they have.

The character of courage can give enthusiasm to students to never give up and keep fighting. Survival activities require students to dare to face tension in struggling for life.

Lifelong learning characters are very relevant to scouting education. Through learning, students can find the outside world creatively, educatively, creatively so that students feel interested, happy, and not forced to take part in activities. Examples of scouting activities are camping. With camping, students will find mental, physical, knowledge, skill, experience, social, spiritual, and emotional stability (*sesotif*).

Independent character should be done early through school culture. Fitria, Juhadi, and Subagyo (2018) explained that this character needs to be formed to be good with habituation to

form students who are persistent in defending something.

Implications of Mutual Cooperation Character through Scout Extracurricular Activities

The character of cooperation is the identity of the nation as a characteristic of the Indonesian nation. In the activities of scouting the character of cooperation, it is implicated in group activities. This is following the scouting education system that adheres to the team system.

The implication of the value of cooperation that is applied through scout extracurricular activities such as raising forums can foster mutual respect. Through a discussion, students can express their opinions related to solving existing problems and at the same time, tolerate differences of opinion. Inclusive attitude can also be applied to students.

The character of cooperation can be raised through camping activities. The activity of setting up a tent will stand well if each student understands the task, subject, and function.

The character of commitment to collective decisions is made through the inauguration of the board of directors. The inauguration board commits to advance the scout movement in Public Junior High School 1 Batang.

The character of consensus agreement is part of Pancasila democracy. First group meetings are always carried out when compiling an activity program. Democratic behavior will be embedded in students through existing decision making.

The character of help is part of a caring social attitude. Actions carried out in the form of social services. Another character that strengthens is solidarity and empathy. Students here are required to participate in activities and care for others.

The character of anti-discrimination and anti-violence must also be instilled in students. In team activities, students must always think positively, strengthen social interaction, and be interdependent so that they can work together to achieve agreed goals. Peaceful attitudes are also instilled to avoid acts of violence on students.

The character of volunteerism is realized if students have the willingness to help others with sincerity and selflessness — *Pramuli* (caring scout activities) as a form of humanitarian-based activities aimed at helping others.

Theoretical Implications of Arena Habitus on Internalizing Character Values through Scout Extracurricular Activities

Based on the findings data in the field, it turns out that there is a diversity of independent social behavior and cooperation of the students in the implementation of scout extracurricular activities.

Bourdieu formulated the concept of habitus as a sociological and philosophical analysis of human behavior. Habitus is an actual product that is formed after humans are born and interact with society in a particular space and time.

Analysis of findings in the field shows that arenas as structured institutions can play a maximum role in creating student behavior through habituation internalization to strengthen the character of independence and cooperation in scout extracurricular activities. The family environment, especially parents, greatly influence how the child's personality is formed. The condition of poor parents and lack of understanding will also affect children's behavior (Sunarjan, Atmadja, and Romadi, 2017). Family arena as a motivator for students to actively participate in activities.

School, as an educational institution becomes an arena for guidance on behavior for students. Chintia, Masrukhi, and Sunarjan (2018) state that schools in the culture of character value habitus provide rules, habituation, assistance, reinforcement so that the character of the dynasty and cooperation is embedded in the students.

The arena has entirely devoted all its energy, but the influence of the arena is not only from family and school. Insistence from within and from the environment also affects the behavior of students. If the arena is successful in internalizing character values, the impact will affect positive behavior. However, some still have

deviant behavior caused by other factors such as playmates and the environment.

Cooperation between the components of the arena is needed so that the character habituation of self-reliance and collaboration is strengthened in the students and the implications can be to create and condition students to always behave well.

CONCLUSION

The internalization of strengthening social value-based on education's character through extracurricular activities at Public Junior High School 1 Batang run well. The school supports the internalization of character values through school citizens from Kamabigus, teachers, and employees. Kwaran and Kwarcab also take part in the framework of internalizing character values through education and training programs for coaches and scout meetings for students.

The implications of character values are proven to form the spirit of independence and cooperation for students. The influence of the family and school arena is very dominant in shaping the character's value. The arena habitus theory shows the family arena to provide support and motivation for students in carrying out scouting activities. Schools support internalizing character values through greetings, smiles, greetings. Scouting skills such as pioneering, passwords, camps, exploration, out bonds, and social service are examples of habituation activities and are gradually cultivated so that students truly understand and have good behavior.

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